DOCUMENT RESUME

ED 358 963 PS 021 495

AUTHOR Kwok, David C.; Lai, Daniel W.
TITLE The Self-Perception of Competence by Canadian and Chinese Children.
PUB DATE May 93
NOTE 27p.; Paper presented at the Annual Convention of the Canadian Psychological Association (Montreal, Quebec, Canada, May, 1993).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Achievement; Cross Cultural Studies; *Cultural Differences; Elementary School Students; Foreign Countries; Grade 4; Intermediate Grades; *Mathematics Achievement; *Self Concept; Self Concept Measures; *Self Evaluation (Individuals)
IDENTIFIERS *Canadians; *Chinese People; Hong Kong

ABSTRACT

This study investigated cultural differences in self-perception of competence and mathematics achievement in Canadian and Chinese elementary school students. The Self-Perception Profile for Children (SPPC) was administered to 125 fourth-grade Canadian children randomly selected from schools in an urban school district. The SPPC was translated into Chinese and administered to a comparative sample of 128 children from Chinese-speaking schools in Hong Kong. Children were also administered a mathematics achievement test constructed by a team of bilingual researchers from Japan, Taiwan, and the United States. Results showed positive correlations between perceived scholastic competence and performance on the math achievement test for both Canadian and Hong Kong Chinese. Hong Kong Chinese children outperformed their Canadian peers on the math achievement test. An overwhelming similarity in factor pattern was found between the Canadian sample and a similar American sample in a previous study. Canadian children evaluated themselves much higher than Hong Kong Chinese children in scholastic competence, athletic competence, physical appearance, and global self-worth. No significant differences were found in the children's self-evaluation of social acceptance and behavioral conduct. The self-perception profile in English and Chinese is appended. (MM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED358963

THE SELF-PERCEPTION OF COMPETENCE BY CANADIAN AND CHINESE CHILDREN

David C. Kwok
Department of Educational Psychology
University of Calgary

Daniel W. Lai
Social Work Program
Grant MacEwan Community College

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
David C. Kwok
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Paper presented at the annual convention of the Canadian Psychological Association, Montreal, Quebec, May, 1993.

Send correspondence to: David C. Kwok, Psychological Services, Special Education Services Centre, Education Department, 6 Perth Street, Kowloon, Hong Kong.

PS 021495

ABSTRACT

This study investigated cultural differences in self-perception of competence between Canadian and Chinese elementary school children. The *Self-Perception Profile for Children* (SPPC) (Harter, 1985) was administered to 125 fourth-grade Canadian children (62 girls and 63 boys) who were randomly selected from schools in a large urban school district. The SPPC was translated into Chinese with translation checks (by back-translation) applied. It was given to a comparative sample of 128 children (62 girls and 66 boys) from Chinese-speaking schools in Hong Kong. Similar across the two samples was a significant correlation between perceived scholastic competence and performance in a test of mathematics achievement. Interesting cross-cultural differences were also found. Chinese children downgraded their competence in different domains as compared with Canadian children. While the factor pattern of the SPPC for the Canadian sample closely resembled that for Harter's American sample, a different factor pattern of the scale was found for the Chinese sample. Discussion of the results focuses on possible differences in interpretation of meanings of statements on competence perception between children of the two cultural groups.

INTRODUCTION

How children perceive their own competence in relation to school achievement has been the subject of developmental research for a number of years. For instance, Harter (1981) has found a positive relationship between children's evaluation of their scholastic abilities and their actual school performance. Also, children who perceive themselves as having higher cognitive competence show greater motivation in their classroom learning. However, we still do not have sufficient knowledge about cultural differences in the way children perceive their abilities and competence. The cross-cultural validity of constructs concerning self-evaluations is especially interesting to examine in light of recent findings on international comparisons of math achievement that Oriental children are ahead of their North American peers (Lapointe, Mead, & Askew, 1992; McKnight et al., 1987). Stigler, Lee, Lucker, & Stevenson (1982), for example, found that 1st and 5th grade children in Japan and Taiwan outperformed American children on a carefully designed math achievement test. No cross-cultural differences, however, were found in the general cognitive abilities of the children as measured by a battery of culture-fair cognitive tasks (Stevenson et al., 1985).

Among the few cross-cultural studies on children's self-perception of competence as related to school achievement, Stigler, Smith, & Mao (1985) found that, in a sample of 5th grade Chinese children in Taiwan, there was a significant correlation between self-evaluation of cognitive competence and actual achievements in reading and math which was in line with the findings of similar studies conducted on American children (e.g., Harter, 1981). At the same time, it was found that the Chinese children tended to downgrade their competence and self-worth. They rated themselves significantly lower than

their American peers on the cognitive, physical, and general self-worth domains, though not on the social domain. In view of the paucity of cross-cultural studies on children's self-perception of competence, the present study was conducted as an extension of the Stigler et al. (1985) study by comparing the responses to self-perception of competence items from Chinese elementary school children with those obtained from Canadian children. A sample of Chinese children from Hong Kong was chosen because of apparent differences in the cultural context of self-perception.

In summary, this study has the following aims: (1) To investigate the relationship between perceived scholastic competence and math achievement for Canadian and Hong Kong Chinese children. (2) To examine the validity of the factorial structure of a differentiated construct of self-perception for Canadian and Hong Kong Chinese children as compared with American children in the original study (Harter, 1985). (3) To explore possible differences in Canadian and Hong Kong Chinese children's levels of self-evaluation.

SUBJECTS

The subjects for this study consisted of samples of 4th grade children from five schools in a large urban school district in Western Canada and five Chinese-speaking schools in Hong Kong. The 10 participating schools were sampled from regions which belonged to different SES in each of the two locations. From each school, two 4th grade classrooms were randomly chosen. From each classroom, an average of six to seven children of each sex were randomly chosen. Using this selection procedure, the Canadian sample was made up of 125 children (62 girls and 63 boys, average age 10.04 years) and

the Hong Kong Chinese sample was made up of 128 children (62 girls and 66 boys, average age 9.53 years). No mentally handicapped children were included in this study. Teachers in all classrooms were consulted about the possible presence of children who might be judged as handicapped.

MEASURES

1. In small groups, the children were asked to provide information on their self-evaluation of competence and related personality characteristics using Harter's (1985) Self-Perception Profile for Children (SPPC). This scale is a revision of the Perceived Competence Scale for Children developed earlier (Harter, 1982) and was used by Stigler et al. (1985) in their research on Chinese children in Taiwan. The SPPC has 36 items with six separate subscales tapping five specific domains (scholastic competence, social acceptance, athletic competence, physical appearance, and behavioral conduct) as well as a general domain of self-worth. It is suitable for use with children who are eight years of age and above. The reported factor pattern for the five specific domains for three different age groups is clear, showing that each of the domains define their own factor with substantial loadings and with minimal cross loadings across factors. The subscales are also internally consistent. Across four samples in the reliability study, the internal consistency reliabilities (i.e., Cronbach's alpha) range from .80 to .85 (scholastic competence), .75 to .80 (social acceptance), .80 to .86 (athletic competence), .76 to .82 (physical appearance), .71 to .77 (behavioral conduct), and .78 to .89 (global self-worth) (Harter, 1985). The SPPC was translated into Chinese by the first author who is a Chinese-English bilingual in accordance with the translation guidelines recommended by Hui & Triandis (1985) in conducting cross-cultural research.

It was back-translated into English by another Chinese-English bilingual with translation checks applied. (See Appendices 1 and 2).

2. The children were administered individually a math achievement test which had been used with 1st and 5th grade children in Japan, Taiwan, and the U.S. (Stigler et al., 1982). The test was constructed by a team of bilingual researchers from each of the three countries. It was based on the analysis of the contents of the math textbooks and curriculum guides used in each country. Items of the test were selected for their applicability to children of all three countries. The test contains 70 items which were derived from concepts and skills appearing in the math curricula from the 1st through the 6th grade. It has a wide range of difficulty, giving room to some of the children who may have more knowledge in math. The internal consistency reliability of the test (i.e., Cronbach's alpha), computed separately for each grade and country, was high, ranging from .93 to .95. Translation was not necessary for the test because a Chinese version was available. (Test materials are available from the first author).

SUMMARY OF FINDINGS

1. Hong Kong Chinese children outperformed their Canadian peers on the test of math achievement. $F(1,236)=23.69, p<.001$.

2. Positive correlations were found between perceived scholastic competence and performance in the math achievement test for both Canadian ($r=.347$, $p<.001$) and Hong Kong Chinese ($r=.170$, $p<.05$) children.

3. An overwhelming similarity in factor pattern was found between the Canadian sample in this study and Harter's (1985) American sample. Overall, for the Canadian sample, 28 of the 30 items studied load positively on a factor representing the subscale for which they were designed and only two items (#4 and #12) were found to migrate to different subscale factors. Note that in factoring the SPPC, only the five domain-specific subscales were included (i.e., 30 items). The global self-worth subscale is not considered to be a distinctive factor. The five factors accounted for a total of 54.7% of the variance. (See Table 1).

4. Interesting cross-cultural differences were found in the factor pattern for the Hong Kong Chinese sample in comparison with the Harter sample. The physical appearance and the scholastic competence factors show clear replication across the two samples, but 12 of the 30 items were found to migrate to different subscale factors from the subscales for which they were originally designed. The most interesting finding is the migration of items 25, 26, 27, and 30 which originally belonged to the behavioral conduct subscale to the scholastic competence factor for the Hong Kong Chinese children, making it a clear scholastic-behavioral factor. There are some other cross-subscale migrations which are of interest: items 4, 7, 17, and 18 load positively on the behavioral conduct factor, implying that behavioral conduct may not be perceived as a distinctive factor by the Hong Kong Chinese children. The overall results indicate that a lower percentage of the total variance, 47.6%, was accounted for by the five factors. (See Table 2).

5. The means and standard deviations (in z scores) of Canadian and Hong Kong Chinese Children's self-evaluation of competence and related personality characteristics are shown in Table 3. ANOVA results indicate that there were significant differences between children of the two cultural groups in four of

the six domains of self-evaluation: Canadian children evaluated themselves much higher than Hong Kong Chinese children in scholastic competence {$F(1,224)=7.35$, $p<.01$}, athletic competence {$F(1,224)=4.46$, $p<.05$}, physical appearance {$F(1,224)=8.00$, $p<.01$}, and global self-worth {$F(1,224)=12.89$, $p<.001$}. No significant differences were found in the children's self-evaluation of social acceptance and behavioral conduct.

DISCUSSION

In the first place, consistent with current views which link perceived scholastic competence with mastery motivation and school achievement (e.g., Harter, 1981), the results of this study show that for both cultural groups, children's positive self-evaluation fosters mastery motivation which in turn leads to higher level of math achievement. Given this view of mastery motivation, we might expect that the Hong Kong Chinese children, who outperformed their Canadian peers on the math achievement test, to show more positive self-evaluation of competence, particularly in the domain of scholastic competence. However, in this study, it was found that the Hong Kong Chinese children, as a cultural group, gave themselves significantly lower ratings in four of the six domains of self-evaluation. As documented in accounts of Chinese interpersonal behavior, it is socially desirable to show self-effacement as a means of enhancing harmony in social relations (i.e., Bond, Leung, & Wan, 1982). It is quite possible that the items of the SPPC which require children to compare themselves to their peers might activate Chinese children's self-effacing tendencies, thereby lowering their responses on the scale.

Secondly, the impressive psychometric characteristics of the SPPC reported for Harter's American sample are evident in data collected from

Canadian but not Hong Kong Chinese children in this study. Most striking is the overwhelming similarity in the factorial structure of the five subscales across the American and Canadian samples (Table 1). This could be related to the close similarities between the two North American societies which are characterized by a highly individualistic orientation. The focus on the individual may foster a heightened awareness of specific abilities that define a person's unique set of strengths and weaknesses.

As for the Hong Kong Chinese sample, although a differentiated construct of self-evaluation still emerged , a different factor pattern of the SPPC was found. The most interesting finding was the formation of a scholastic-behavioral factor for the Hong Kong Chinese children. While American and Canadian children perceive scholastic competence and behavioral conduct as two distinctive factors, there is an inseparable relationship between competence in school work and behavior adjustment in the perception of Hong Kong Chinese children. Also, for these children, behavioral conduct is perceived as dependent on the contributions from other domains of perceived competence: items 4 ("remember things easily" - a scholastic competence item), 7 ("easy to make friends" - a social acceptance item), and 17 and 18 ("play rather than watch" and "good at new outdoor games" - both athletic competence items) were found to load positively on the original behavioral conduct factor. There is evidence in the literature on Chinese child-rearing practices that good behavior and moral training are very much emphasized in the family (Ho, 1986; Ho & Kang, 1984) and in the school (Winter, 1990). A child who displays conduct problems is usually described as a " problem" child even though he/she may excel in other aspects of functioning (e.g., superior school performance, athletic prowess). Because of the special emphasis on good behavior in the socialization process of Chinese

children, it is quite likely that the domain of behavioral conduct loses its meaning as a distinctive factor in the perception of these children.

Table 1

Self-Perception Profile for Children: Factor Pattern (Oblique Rotation) for the Canadian Sample (C) in Comparison with the Harter Sample (H)[a]

	Factors									
	Scholastic		Social		Athletic		Appearance		Behavioral	
Item Description[b]	C	H	C	H	C	H	C	H	C	H
1 Good at schoolwork	.71	.62								
2 Just as smart	.69	.64								
3 Do schoolwork quickly	.70	.64								
4 Remember things easily		.59	(.37)[c]							
5 Do well at classwork	.64	.67								
6 Can figure out answers	.68	.60								
7 Easy to make friends			.75	.69						
8 Have a lot of friends			.50	.70						
9 Easy to like			.40	.41						
10 Do things with a lot of children			.69	.56						
11 Most children like me			.60	.62						
12 Popular with others				.43	(.56)					
13 Do well at sports					.81	.80				
14 Good enough at sports					.59	.77				
15 Good at outdoor activities					.45	.49				
16 Better than others at sports					.85	.72				
17 Play rather than watch					.50	.41				
18 Good at new outdoor games					.43	.73				
19 Happy with the way I look							.40	.71		
20 Happy with height and weight							.47	.64		
21 Like body the way it is							.73	.52		
22 Like physical appearance							.71	.65		
23 Like face and hair as is							.84	.28		
24 Attractive or good looking							.46	.49		
25 Like the way I behave									.66	.36
26 Usually do the right thing									.75	.57
27 Act the way supposed									.74	.69
28 Don't get in trouble									.75	.69
29 Don't do things shouldn't									.77	.82
30 Kind to others									.76	.50

[a] The Harter sample was made up of a combination of fifth- and sixth- grade children (N=110).

[b] Orders of the items were rearranged to facilitate presentation. E.g., items 1, 7, 13, 19, 25, and 31 (scholastic competence) and 2, 8, 14, 20, 26, and 32 (social acceptance) as shown in Appendix 1 appear as items 1 to 6 and 7 to 12, respectively, in the table.

[c] Regression coefficients in parentheses indicate the migration in the Canadian sample of items from the subscales for which they were designed to different factors.

Table 2

Self-Perception Profile for Children: Factor Pattern (Oblique Rotation) for the Hong Kong Chinese Sample (HKC) in Comparison with the Harter Sample (H)[a]

	Factors									
	Scholastic		Social		Athletic		Appearance		Behavioral	
Item Description[b]	HKC	H	HKC	H	HKC	H	HKC	H	HKC	H
1 Good at schoolwork	.70	.62								
2 Just as smart	.48	.64								
3 Do schoolwork quickly	.46	.64								
4 Remember things easily		.59							(.49)	
5 Do well at classwork	.60	.67								
6 Can figure out answers	.50	.60								
7 Easy to make friends				.69					(.67)	
8 Have a lot of friends				.70	(.39)					
9 Easy to like			.56	.41						
10 Do things with a lot of children				.56	(.37)					
11 Most children like me			.45	.62						
12 Popular with others				.43	(.39)					
13 Do well at sports					.80	.80				
14 Good enough at sports			(.62)			.77				
15 Good at outdoor activities					.68	.49				
16 Better than others at sports					.58	.72				
17 Play rather than watch						.41			(.69)	
18 Good at new outdoor games						.73			(.65)	
19 Happy with the way I look							.42	.71		
20 Happy with height and weight							.63	.64		
21 Like body the way it is							.73	.52		
22 Like physical appearance							.74	.65		
23 Like face and hair as is							.73	.28		
24 Attractive or good looking							.49	.49		
25 Like the way I behave	(.28)[c]									.36
26 Usually do the right thing	(.73)									.57
27 Act the way supposed	(.54)									.69
28 Don't get in trouble									.59	.69
29 Don't do things shouldn't									.52	.82
30 Kind to others	(.75)									.50

[a] The Harter sample was made up of a combination of fifth- and sixth- grade children (N=110).

[b] Orders of the items were rearranged to facilitate presentation. E.g., items 1, 7, 13, 19, 25, and 31 (scholastic competence) and 2, 8, 14, 20, 26, and 32 (social acceptance) as shown in Appendix 2, appear as items 1 to 6 and 7 to 12, respectively, in the table.

[c] Regression coefficients in parentheses indicate the migration in the Hong Kong Chinese sample of items from the subscales for which they were designed to different factors.

Table 3

Means and Standard Deviations (in Standard Scores) of Canadian and Hong Kong Chinese Children's Self-Evaluation of Competence and Related Personality Characteristics

	Canadian (N = 125)		Hong Kong Chinese (N = 128)	
	Mean	Standard Deviation	Mean	Standard Deviation
Scholastic Competence	.28	.96	-.28	.96
Social Acceptance	.10	1.10	-.10	.89
Athletic Competence	.21	1.10	-.21	.84
Physical Appearance	.28	.95	-.27	.98
Behavioral Conduct	.17	1.07	-.17	.90
Global Self-Worth	.33	.89	-.32	.99

REFERENCES

Bond, M.H., Leung, K., & Wan K.C. (1982). The social impact of self-effacing attributions: The Chinese case. *Journal of Social Psychology, 118*, 157-166.

Harter,S. (1985). *Manual for the Self-Perception Profile for Children.* Denver, CO: Department of Psychology, University of Denver.

Harter, S. (1982). The perceived competence scale for children. *Child Development*, 53, 87-97.

Harter, S. (1981). A model of intrinsic mastery motivation in children. Individual differences and developmental change. In A. Collins (Ed.), *Minnesota symposia on child psychology* (Vol. *14*, pp. 215-255). Hillsdale, NJ: Erlbaum.

Ho, D.Y.F. (1986). Chinese patterns of socialization: A critical review. In M.H. Bond (Ed), *The psychology of the Chinese people* (pp. 1-37). Hong Kong: Oxford University Press.

Ho, D.Y.F., & Kang, T.K. (1984). Intergenerational comparisons of child-rearing attitudes and practices in Hong Kong. *Developmental Psychology, 20*, 1004-1016.

Hui, C.H., & Triandis, H.C. (1985). Measurement in cross-cultural psychology: A review and comparison of strategies. *Journal of Cross-Cultural Psychology, 16* 131-152.

Lapointe, A.E., Mead, N.A., & Askew, J.M. (1992). *Learning mathematics: The international assessment of educational progress*. Princetion, NJ: Educational Testing Service.

McKnight, C.C., Crosswhite, F.J., Dossey, J.A., Kifer, E., Swafford, J.O., Travers, K.J., & Cooney, T.J. (1987). *The underachieving curriculum: Assessing U.S. school mathematics from an international perpective*. Champagin, IL: Stipes.

Stevenson, H.W, Stigler, J.W., Lee, S., Lucker, G.W., Kitamura, S., & Hsu, C.C. (1985). Cognitive performance and academic achievement of Japanese, Chinese, and American children. *Child Development*, *56*, 718-734.

Stigler, J.W., Lee, S., Lucker, G.W., & Stevenson, H.W. (1982). Curriculum and achievement in mathematics: A study of elementary school children in Japan, Taiwan, and the United States. *Journal of Educational Psychology*, *74*, 315-322.

Stigler, J.W., Smith, S., & Mao, L. (1985). The self-perception of competence by Chinese children. *Child Development*, *56*, 1259-1270.

Winter, S. (1990). Teacher approval and disapproval in Hong Kong secondary school classrooms. *British Journal of Educational Psychology*, *60*, 88-92.

APPENDIX 1

Self-Perception Profile for Children

What I Am Like

Name _____ Age _____ Birthday _____ (Month / Day) Group _____

Boy or Girl (circle which)

SAMPLE SENTENCE

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
(a)	☐	☐	Some kids would rather play outdoors in their spare time	BUT	Other kids would rather watch T.V.	☐	☐
1.	☐	☐	Some kids feel that they are very *good* at their school work	BUT	Other kids *worry* about whether they can do the school work assigned to them.	☐	☐
2.	☐	☐	Some kids find it *hard* to make friends	BUT	Other kids find it's pretty *easy* to make friends.	☐	☐
3.	☐	☐	Some kids do very *well* at all kinds of sports	BUT	Other kids *don't* feel that they are very good when it comes to sports.	☐	☐
4.	☐	☐	Some kids are *happy* with the way they look	BUT	Other kids are *not* happy with the way they look.	☐	☐
5.	☐	☐	Some kids often do *not* like the way they *behave*	BUT	Other kids usually *like* the way they behave	☐	☐
6.	☐	☐	Some kids are often *unhappy* with themselves	BUT	Other kids are pretty *pleased* with themselves	☐	☐
7.	☐	☐	Some kids feel like they are *just as smart* as as other kids their age	BUT	Other kids aren't so sure and *wonder* if they are as smart	☐	☐
8.	☐	☐	Some kids have *alot* of friends	BUT	Other kids don't have very many friends	☐	☐

BEST COPY AVAILABLE

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
9.	☐	☐	Some kids wish they could be alot better at sports	BUT	Other kids feel they are good enough at sports.	☐	☐
10.	☐	☐	Some kids are *happy* with their height and weight	BUT	Other kids wish their height or weight were *different.*	☐	☐
11.	☐	☐	Some kids usually do the *right* thing	BUT	Other kids often *don't* do the right thing.	☐	☐
12.	☐	☐	Some kids *don't* like the way they are leading their life	BUT	Other kids *do* like the way they are leading their life.	☐	☐
13.	☐	☐	Some kids are pretty *slow* in finishing their school work	BUT	Other kids can do their school work *quickly.*	☐	☐
14.	☐	☐	Some kids would like to have alot more friends	BUT	Other kids have as many friends as they want.	☐	☐
15.	☐	☐	Some kids think they could do well at just about any new sports activity they haven't tried before	BUT	Other kids are afraid they might *not* do well at sports they haven't ever tried.	☐	☐
16.	☐	☐	Some kids wish their body was *different*	BUT	Other kids *like* their body the way it is.	☐	☐
17.	☐	☐	Some kids usually *act* the way they know they are *supposed* to	BUT	Other kids often *don't* act the way they are supposed to.	☐	☐
18.	☐	☐	Some kids are *happy* with themselves as a person	BUT	Other kids are often *not* happy with themselves.	☐	☐
19.	☐	☐	Some kids often *forget* what they learn	BUT	Other kids can remember things *easily.*	☐	☐
20.	☐	☐	Some kids are always doing things with *alot* of kids	BUT	Other kids usually do things *by themselves.*	☐	☐

BEST COPY AVAILABLE

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
21.	☐	☐	Some kids feel that they are *better* than others their age at sports	BUT	Other kids *don't* feel they can play as well.	☐	☐
22.	☐	☐	Some kids wish their physical appearance (how they look) was *different*	BUT	Other kids *like* their physical appearance the way it is.	☐	☐
23.	☐	☐	Some kids usually get in *trouble* because of things they do	BUT	Other kids usually *don't* do things that get them in trouble.	☐	☐
24.	☐	☐	Some kids *like* the kind of *person* they are	BUT	Other kids often wish they were someone else.	☐	☐
25.	☐	☐	Some kids do *very well* at their classwork	BUT	Other kids *don't* do very well at their classwork.	☐	☐
26.	☐	☐	Some kids wish that more people their age liked them	BUT	Other kids feel that most people their age *do* like them.	☐	☐
27.	☐	☐	In games and sports some kids usually *watch* instead of play	BUT	Other kids usually *play* rather than just watch.	☐	☐
28.	☐	☐	Some kids wish something about their face or hair looked *different*	BUT	Other kids *like* their face and hair the way they are.	☐	☐
29.	☐	☐	Some kids do things they know they *shouldn't* do	BUT	Other kids *hardly ever* do things they know they shouldn't do.	☐	☐
30.	☐	☐	Some kids are very *happy* being the way they are	BUT	Other kids wish they were *different*.	☐	☐
31.	☐	☐	Some kids have *trouble* figuring out the answers in school	BUT	Other kids almost *always* can figure out the answers.	☐	☐
32.	☐	☐	Some kids are *popular* with others their age	BUT	Other kids are *not* very popular.	☐	☐

BEST COPY AVAILABLE

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
33.	☐	☐	Some kids *don't* do well at new outdoor games	BUT	Other kids are *good* at new games right away.	☐	☐
34.	☐	☐	Some kids think that they are good looking	BUT	Other kids think that they are not very good looking.	☐	☐
35.	☐	☐	Some kids behave themselves very well	BUT	Other kids often find it hard to behave themselves.	☐	☐
36.	☐	☐	Some kids *are* not very happy with the way they do alot of things	BUT	Other kids think the way they do things is *fine*.	☐	☐

Susan Harter, Ph.D., University of Denver, 1985

APPENDIX 2

Self-Perception Profile for Children - Chinese Version

我比較像誰（兒童自我形象量表）

研究專用
編號：

姓名：_____ 性別：□男□女 年齡：_____

校名：_____ 級別：_____ 日期：_____

例題

真正像我	有點像我			有點像我	真正像我
□	□	在休閒的時間，有些小朋友寧願在戶外玩耍	但是	另外有些小朋友却寧願在家看電視	□	□

正式問題

	真正像我	有點像我			有點像我	真正像我
(1)	□	□	有些小朋友覺得應付學校的功課很容易	但是	另外有些小朋友却担心能否應付學校的功課	□	□
(2)	□	□	有些小朋友很難交到朋友	但是	另外有些小朋友却很容易交到朋友	□	□
(3)	□	□	有些小朋友在各項運動中都表現得很好	但是	另外有些小朋友却覺得自己各項運動的表現都不好	□	□
(4)	□	□	有些小朋友對自己的外表感到滿意	但是	另外有些小朋友却對自己的外表感到不滿意	□	□
(5)	□	□	有些小朋友時常不滿意自己的行為表現	但是	另外有些小朋友却通常滿意自己的行為表現	□	□
(6)	□	□	有些小朋友時常覺得不開心	但是	另外有些小朋友却覺得心境愉快	□	□
(7)	□	□	有些小朋友覺得自己和同齡的其他小朋友一樣聰明	但是	另外有些小朋友却懷疑自己是否和同齡的其他小朋友一樣聰明	□	□

	真正像我	有點像我			有點像我	真正像我
(8)	☐	☐	有些小朋友有很多朋友	但是 另外有些小朋友却不會有很多朋友	☐	☐
(9)	☐	☐	有些小朋友希望在運動有較好的表現	但是 另外有些小朋友却覺得自己在運動的表現已經不錯	☐	☐
(10)	☐	☐	有些小朋友對自己的身高和體重感到滿意	但是 另外有些小朋友却希望可以改變自己的身高和體重	☐	☐
(11)	☐	☐	有些小朋友通常能把事情做對	但是 另外有些小朋友却常常不能把事情做對	☐	☐
(12)	☐	☐	有些小朋友不滿意自己做人的方法	但是 另外有些小朋友却對自己做人的方法感到滿意	☐	☐
(13)	☐	☐	有些小朋友很慢才能做完學校的功課	但是 另外有些小朋友却可以很快便能做完學校的功課	☐	☐
(14)	☐	☐	有些小朋友希望可以有更多朋友	但是 另外有些小朋友却已經有很多朋友	☐	☐
(15)	☐	☐	有些小朋友認為自己會在從沒參加過的運動中表現得一樣好	但是 另外有些小朋友却害怕自己不能夠在從沒參加過的運動中有一樣好的表現	☐	☐
(16)	☐	☐	有些小朋友希望自己的身形和現在的不同	但是 另外有些小朋友却對自己的身形感到滿意	☐	☐

BEST COPY AVAILABLE

	真正像我	有點像我			有點像我	真正像我
(17)	☐	☐	有些小朋友通常能夠知道自己應該怎樣做而去做	但是 另外有些小朋友却往往不能夠知道自己應該怎樣做而去做	☐	☐
(18)	☐	☐	有些小朋友對於自己作為一個人感到滿意	但是 另外有些小朋友却對自己不滿意	☐	☐
(19)	☐	☐	有些小朋友常常忘記所學	但是 另外有些小朋友却很容易記住所學	☐	☐
(20)	☐	☐	有些小朋友經常和其他小朋友一起做事	但是 另外有些小朋友却時常獨自做事	☐	☐
(21)	☐	☐	有些小朋友覺得在運動中，自己會表現得比同齡的小朋友好	但是 另外有些小朋友却覺得在運動中，自己不會表現得比同齡的小朋友好	☐	☐
(22)	☐	☐	有些小朋友希望自己的外表和現在的不同	但是 另外有些小朋友却對自己的外表感到滿意	☐	☐
(23)	☐	☐	有些小朋友通常因自己的行為而帶來麻煩	但是 另外有些小朋友却通常不會因自己的行為而帶來麻煩	☐	☐
(24)	☐	☐	有些小朋友對自己的個性感到滿意	但是 另外有些小朋友却常希望自己是另外一個人	☐	☐

	真正像我	有點像我			有點像我	真正像我
(25)	☐	☐	有些小朋友學校的功課很好	但是 另外有些小朋友學校的功課却不大好	☐	☐
(26)	☐	☐	有些小朋友希望更多同輩喜歡自己	但是 另外有些小朋友却覺得大部份的同輩已經喜歡自己	☐	☐
(27)	☐	☐	在遊戲和運動中，有些小朋友只是當觀衆而不參加	但是 另外有些小朋友却常常參加遊戲和運動，而不僅是當觀衆	☐	☐
(28)	☐	☐	有些小朋友希望自己的面貌或髮形和現在的不同	但是 另外有些小朋友却對自己的面貌或髮形感到滿意	☐	☐
(29)	☐	☐	有些小朋友明知自己不應該去做一些事而仍然去做	但是 另外有些小朋友却往往不會去做一些明知自己不應該去做的事	☐	☐
(30)	☐	☐	有些小朋友對現狀很滿意	但是 另外有些小朋友却希望有所改變	☐	☐
(31)	☐	☐	有些小朋友在學習時總是很難想出答案	但是 另外有些小朋友在學習時却總是很快便想出答案	☐	☐
(32)	☐	☐	有些小朋友很受同輩喜歡	但是 另外有些小朋友却不很受同輩喜歡	☐	☐

	真正像我	有點像我			有點像我	真正像我
(33)	☐	☐	有些小朋友在新的戶外遊戲中表現得不很好	但是	另外有些小朋友却能夠在新的戶外遊戲中表現得很好	☐	☐
(34)	☐	☐	有些小朋友認為自己的外貌不錯	但是	另外有些小朋友却認為自己的外貌不算好	☐	☐
(35)	☐	☐	有些小朋友的行為表現很好	但是	另外有些小朋友却常覺得很難有好的行為表現	☐	☐
(36)	☐	☐	有些小朋友並不滿意自己所做過的很多事	但是	另外有些小朋友却覺得自己所做的已經很不錯	☐	☐

多謝你的合作